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Bilingual and English as a Second Language Academic Performance Summary Report, STAAR and EOC, 2017–2018

Austin Independent School District

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

The purpose of this report is to provide information on the academic performance of English learners (ELs) in the Austin Independent School District (AISD). This document summarizes academic course performance, graduation and dropout rates, performance on the State of Texas Assessment of Academic Readiness (STAAR) tests and performance on the end-of-course (EOC) tests, by bilingual and English as a second language (ESL) program, and student characteristics.

AISD ELs' dropout rates have been steadily declining over the last 5 years. During the 2012–2013 and 2013–2014 school years, increasing graduation rates were seen for ELs; however, between 2014–2015 and 2016–2017, the rates did not change, consistently staying just under 80%.

The Dual Language (DL) Program was expanded to 11 middle schools in the 2017–2018 school year resulting in increased participation. Of the students enrolled in the DL Program at the middle school level, 82% had been enrolled at the elementary level, as well. The program requires enrollment in an advanced-level Spanish course and one content course taught in Spanish for each semester of the school year. Of the students who took Spanish for Spanish Speakers I, end-of-year course grades showed that 91% passed the course and 71% had an annual average grade of an A or B. Of the students who took Spanish for Spanish Speakers II, again 91% passed the course, however, the percentage of students receiving an A or B for the EOC grade was slightly lower at 65%.

ELs' enrollment in advanced placement (AP) courses was underrepresented as compared with their non-EL peers, at both the middle school and high school levels. Non-ELs tended to perform slightly better than ELs in these courses; however, monitored (former EL) students' performance was comparable to that of their non-EL peers.

In addition to the academic performance just highlighted, ELs were assessed in academic subject areas on state-required assessments, such as the STAAR and EOC exams. The minimum passing standard for STAAR and EOC exams is referred to as *approaches grade level*. Students achieving this performance level are likely to succeed in the next grade or course with some targeted intervention. There are two higher performance levels recognized by the Texas Education Agency (TEA). The next performance level from *approaches* is *meets grade level*, which indicates that students are likely to succeed in the next grade or course with minimal interventions. The highest performance level a student can achieve is *masters grade level* and indicates that students are expected to succeed in the next grade or course without any interventions.

When compared with ELs across the state, AISD ELs had higher passing rates on many STAAR assessments. For example, AISD ELs outperformed Texas ELs in reading in 3rd, 4th, and 5th grades; in math at 4th and 5th grades; in writing at 4th grade; in science at 5th grade; and in social studies at 8th grade. Additionally, depending on the subject and the grade level, between 12% and 23% of 5th-grade ELs, 4% and 15% of 8th-grade ELs, and 4% and 24% of high school ELs not only passed the STAAR/EOC tests but also reached the highest benchmark (masters grade level).

Focusing on a group of ELs and non-ELs who were enrolled in AISD for 6 consecutive years and who were matched by socioeconomic status, for STAAR math, ELs had

slightly higher passing rates than did non-ELs from grade 4 to grade 8. For reading, non-ELs' passing rates were slightly higher than those of ELs in grades 3 through 6. This gap in reading decreased as grade level increased and was no longer observed in grade 7, although a slight gap returned at 8th grade.

As students become English proficient, they begin to exit EL status. As a result, exited students' performance on STAAR and EOC assessments is included with non-ELs' performance, although exited ELs are monitored by the state for 2 years. As ELs become proficient in English, their academic performance improves on tests that are in English only, as are the STAAR tests after 5th grade and all EOC tests. Thus, as ELs exit, the performance of current ELs appears lower due to the exclusion of the performance of the exited ELs. Examination of the academic performance of students who ever had an EL status (ever ELs) and former ELs (who have exited EL status) is needed. As anticipated, as grade level increases and ELs exit, a performance gap appears between ever ELs, current ELs, and former ELs, with former ELs outperforming both current and ever ELs. In fact, former ELs' performance on STAAR surpassed that of all AISD students by 4th or 5th grade, depending on the subject, and this trend also was observed in EOC performance.

Students in all bilingual and ESL programs performed better on STAAR assessments at the elementary level than at the middle school level. ELs in the DL program performed similarly to all ELs on most tests. **Non-ELs in DL performed better than ELs in DL and better than all ELs across all grades and subjects; however, once ELs in DL exited EL status, their performance was similar to that of their non-EL DL peers and in some subjects surpassed the performance of non-ELs in DL.** For all grades and subjects, ELs in the Transitional/Late Exit Program (T/LE) had similar performance on STAAR as that of all ELs. ELs in the ESL Program displayed a STAAR math performance pattern that was slightly different from that of the other programs, with a steady increase in passing rates at the elementary grade levels, rather than a dip in passing rates at 4th grade. ELs in ESL displayed similar performance trends as did ELs in bilingual programs for the other tested subjects.

For all courses, AISD ELs passed EOC tests at higher rates than did ELs across the state. AISD ELs' passing rates on the EOC English I and II improved slightly from 2017 to 2018. **AISD ELs who had exited EL status and were being monitored had high STAAR and EOC passing rates in all courses, showing their continued academic success after having been served by these programs in earlier years.** Lastly, regardless of monitoring status, former ELs' performance on EOC tests surpassed that of all AISD students, indicating that after exiting the EL programs, they sustained high academic achievement levels.

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Introduction

This report summarizes the academic performance of students in the bilingual education (BE) and English as a second language (ESL) programs implemented at the Austin Independent School District (AISD) in 2017–2018. It summarizes the academic performance on the State of Texas Assessments of Academic Readiness (STAAR) and end-of-course (EOC) exams of students served by these programs, as well as graduation and dropout rates, middle school Dual Language (DL) course performance, and advanced placement (AP) course performance.

All public school Texas students in grades 3 through 8 are required to be tested in academic subject areas of reading (grades 3 through 8), writing (grades 4 and 7), mathematics (grades 3 through 8), science (grade 5 and 8), and social studies (grade 8). Additionally, usually at the high school level, all students are required to take specific EOC tests to fulfill graduation requirements. The state-required EOC tests are Algebra I, Biology, English (I and II), and U.S. History. These tests are offered annually for students who have completed the coursework for these courses.

This is the second report in a series of four reports on English learners. For more information on the programs offered and student demographics see the previous report, *Bilingual and English as a Second Language Program and Demographic Summary, 2017–2018* (2018).

Graduation and Dropout Rates

AISD ELs' dropout rates lowered from 1.9% in 2015–2016 to 1.5% in 2016–2017 (Table 1). A consistent trend of decreasing dropout rates across the 5 school years can be seen in Table 1. ELs' graduation rates have remained relatively stable for the last 3 school years, 2014–2015 through 2016–2017 (Table 2); however, the rate was lower than that for all AISD students in 2016–2017 (90.2%). It is important to acknowledge that these rates did not include ELs who had exited EL status. Exited ELs tended to perform well academically and were likely to have high graduation rates and low dropout rates. Therefore, a calculation of graduation rates that includes all students who were ever classified as EL (ever ELs) may reflect dropout and graduation rates closer to those of all AISD students. Future reports will analyze these data.

Table 1.
AISD ELs' and All Students' Dropout Rate, Grades 7 Through 12, 2012–2013 to 2016–2017

Grades 7–12	School year				
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
EL dropout rate	4.8%	3.1%	2.7%	1.9%	1.5%
All students dropout rate	2.7%	1.5%	1.4%	1.1%	1.0%

Source. AISD District Accountability Office data

Table 2.
AISD ELs' and All Students' Graduation Rate, 2012–2013 to 2016–2017

	School year				
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
EL graduation rate	69.5%	70.4%	79.6%	79.9%	79.6%
All students graduation rate	84.1%	86.3%	89.7%	90.7%	90.2%

Source. AISD District Accountability Office data

Middle School DL Course Performance

In 2017–2018, the DL Program was expanded, both in the number of middle schools where it was offered and with the addition of 8th grade. The middle school DL Program was implemented in 11 middle schools (i.e., Bedichek, Sadler Means YWLA, Burnet, Covington, Fulmore, Garcia YMLA, Lamar, Martin, Paredes, Small, and Webb) at 6th and 7th grades, and phasing in at 8th grade at select campuses. A total of 728 ELs, 199 non-ELs, and 137 monitored (exited) ELs were enrolled in the DL Program. Of these students, 82% had been enrolled in the DL Program in elementary school.

For each semester of the school year, students in the program enrolled in an advanced-level Spanish language class (i.e., Spanish for Spanish Speakers, level I or II) and one content class taught in Spanish (the courses available varied from school to school). End-of-year course grades showed that of the students who took Spanish for Spanish Speakers I, 91% passed the course, and 71% had an annual average grade of A or B, corresponding to 80 to 100 grade points out of 100. Of the students who took Spanish for Spanish Speakers II, 91% passed the course, and 65% had an annual average grade of A or B, indicating that as students progressed through the middle school DL Program, they continued to develop their Spanish language proficiency (Appendix A, Table A1).

Advanced Placement Course Performance

AP courses are offered at both the middle and high school levels for students at AISD. At the middle school level, several pre-AP and AP courses are offered, such as Pre-AP Algebra I & II, Pre-AP Geometry, Pre-AP Latin III, AP Spanish Language and Culture IV–DL, and AP Spanish Language and Culture IV. At the high school level, many more options for AP classes are available; therefore, the data were analyzed in the aggregate by course or subject area (see Appendix B).

At the middle school level, a much larger proportion of non-ELs than ELs took pre-AP and AP courses in 2017–2018. Final course grades for pre-AP and AP courses are displayed in Appendix B. Non-ELs tended to do slightly better on final course grades than did their EL peers (Table B1). Ninety-four percent of non-ELs passed Pre-AP Algebra, whereas 88% of ELs and 86% of monitored students passed Pre-AP Algebra. For Pre-AP Geometry, EL and monitored student enrollment was low, with only 1 EL and 7 monitored students (Table B1). In contrast with Pre-AP Algebra, more ELs than non-ELs took the AP Spanish Language and Culture IV–DL, which was for students in the DL Program. **Interestingly, the non-ELs preformed slightly better than the ELs, with 100% passing the course, as compared with 92% of ELs passing.** The same pattern was seen for the AP Spanish Language and Culture IV for those students not in the DL Program, with more ELs enrolled and non-ELs performing slightly better (Table B1).

At the high school level, the same disproportion between ELs and non-ELs was seen, with substantially more non-ELs than ELs and monitored students enrolling in AP courses (Table B2). Due to the number of AP course options available at the high school level, the data were analyzed and summarized in Table B2 by subject area. A consistent pattern was seen in the percentage of students passing all four subject areas (English language arts, math, science, and social studies), with non-ELs passing at a higher rate than ELs and monitored students. For instance, the percentage of non-ELs passing English language arts was 95%, whereas the percentage of EL students passing English language arts was 84%, and that of monitored students was 89% (Table B2).

Students can earn college credit by taking an AP exam and scoring a 3 or higher. The number of credits earned depends on the score received, i.e., 3, 4, or 5. **At secondary, 260 ELs took one or more AP exams in 2018 and 45% scored a 3 or better.** Of the students who were ever an EL, 1,300 took one or more AP exams and 42% scored a 3 or better, earning some amount of college credits.
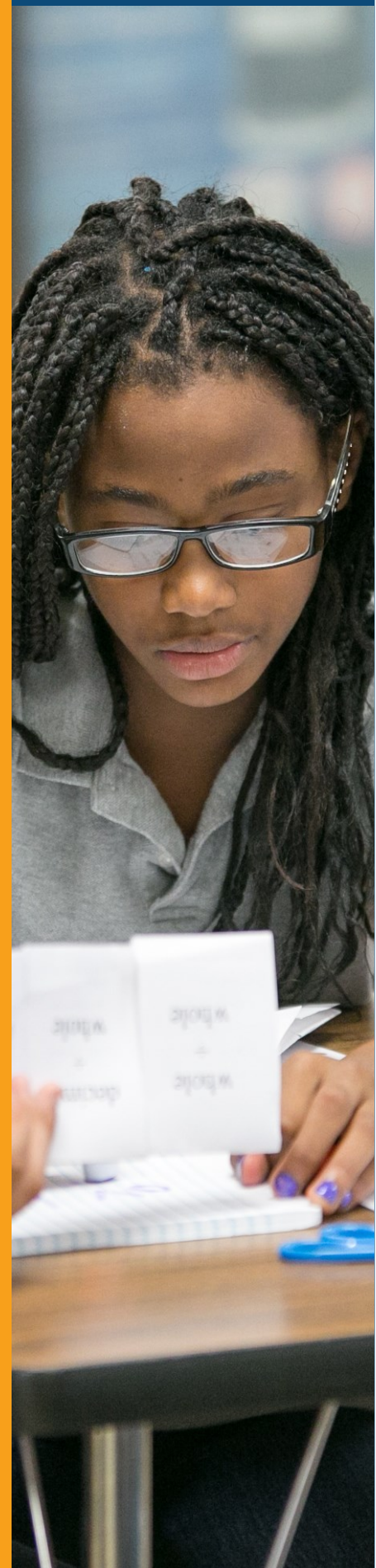
Performance on STAAR

AISD students in grades 3 through 8 took the state-required STAAR in the academic subject areas of reading (grades 3 through 8), writing (grades 4 and 7), mathematics (grades 3 through 8), science (grades 5 and 8), and social studies (grade 8; Appendix C, Table C1). Figures 1 and 2 show STAAR reading and math performance for a period of 6 years. This longitudinal analysis followed a group of ELs and non-ELs who were enrolled in grade 3 at AISD in Spring 2013 and who remained enrolled at AISD and had STAAR scores each year through Spring 2018. ELs and non-ELs included in the analysis were closely matched by socioeconomic status (SES; 92% of ELs and non-ELs included in the STAAR reading analysis and 94% of the students included in the STAAR math analysis were eligible for free or reduced price meals). The analysis did not include non-ELs who were enrolled in the DL Program.

For both STAAR reading and math, ELs' and non-ELs' passing rates followed a similar pattern, with peaks in the passing rates at 5th and 8th grades. **It is important to note that for STAAR reading, non-ELs' passing rates were slightly higher than those of ELs in grade 3 (7 percentage points). This gap was diminished by grade 7, indicating that when SES was taken into account, ELLs in this study closed the gap in STAAR reading by grade 7. For STAAR math, ELs surpassed their non-EL peers by 4th grade and continued to have slightly higher passing rates than non-ELs through 8th grade.**

Figure 1.

ELs' and Non-ELs' STAAR Reading Passing Rates Across 6 Years, 2013–2018
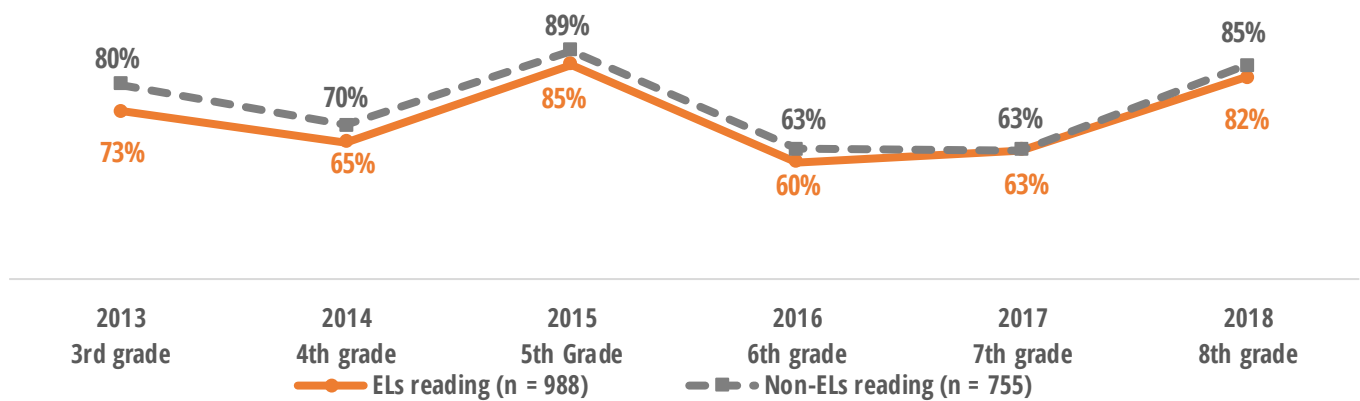
2013	2014	2015	2016	2017	2018
3rd grade	4th grade	5th Grade	6th grade	7th grade	8th grade

ELs reading (n = 988)   •••• Non-ELs reading (n = 755)

Source. STAAR 2013–2018 records
Note. Analysis only includes ELLs who had scored tests for each of the 6 years. It includes test versions S (for general) and A (for other accommodations). Both groups were composed of 92% low SES and attended similar schools.

Figure 2.

ELs' and Non-ELs' STAAR Math Passing Rates Across 6 Years, 2013–2018

2013	2014	2015	2016	2017	2018
3rd grade	4th grade	5th Grade	6th grade	7th grade	8th grade

ELs math (n = 718)   •••• Non-ELs math (n = 566)

Source. STAAR 2013–2018 records
Note. Analysis only includes ELLs who had scored tests for each of the 6 years. It includes test versions S (for general) and A (for other accommodations). Both groups were composed of 94% low SES and attended similar schools.

In addition, some students in middle school enrolled in advanced math classes and therefore took the EOC algebra test instead of STAAR math. Consequently, a larger number of students were included in the STAAR reading analysis than in the STAAR math analysis. In addition, despite the fact that students in the longitudinal analysis remained enrolled at AISD for 6 consecutive years, not all of those students stayed in the same program from year to year. Table 3 shows a summary count of EL students (included in the analysis) per program for each year.

Table 3.
ELs per Program Included in STAAR Reading and Math Longitudinal Analysis

Program	Number of students					
	2013 3rd grade	2014 4th grade	2015 5th grade	2016 6th grade	2017 7th grade	2018 8th grade
DL	153	156	159	85	30	26
Transitional/late exit	656	526	469	3	-	-
ESL	148	123	124	607	571	494
1st yr monitored	0	160	58	67	98	86
2nd yr monitored	0	0	157	52	64	97
No longer monitored	0	0	2	160	216	273
Denial or error	31	23	19	14	9	12

Source. STAAR 2013–2018 records
Note. Student count by program is based on the total number of ELs who took STAAR reading in each of the 6 years.

AISD ELs' and State ELs' STAAR Performance

Combining results for English and Spanish versions of the 2018 STAAR tests, and including general and alternate forms of the test, except for 8th-grade math, **larger percentages of ELs in elementary grade levels than in middle school grade levels passed the tests in all subjects.** This pattern was observed for AISD ELs and for ELs across Texas (Texas ELs; Figure 3). In addition, for STAAR reading, within elementary grade levels, ELs' performance decreased in 4th grade but then increased in 5th grade to surpass the performance in 3rd grade. In contrast with reading performance, ELs' math performance progressively improved from 3rd grade to 5th grade. Similarly, middle school ELs' performance followed the same pattern as seen for their reading performance in elementary grades, with a dip in performance in 7th grade and an increase in 8th grade. For the numbers of students in each grade level and specific passing percentages for each grade level, see Table C1 in Appendix C. Due to state testing requirements for the Student Success Initiative (SSI), students must pass the reading and math assessments in 5th and 8th grade to move on to subsequent grades. Therefore students had opportunities to retake reading and math at grades 5 and 8, which may have contributed to higher passing rates in these subjects and grade levels.

When compared with Texas ELs, AISD ELs had higher passing rates on many STAAR assessments (Figure 3). For example, **AISD ELs outperformed Texas ELs in reading at 3rd, 4th, 5th, and 8th grades; in math at 4th and 5th grades; in writing at 4th grade; and in science and social studies at 8th grade.**

Figure 3.
AISD ELs' and **State** ELs' Performance on STAAR, 2018
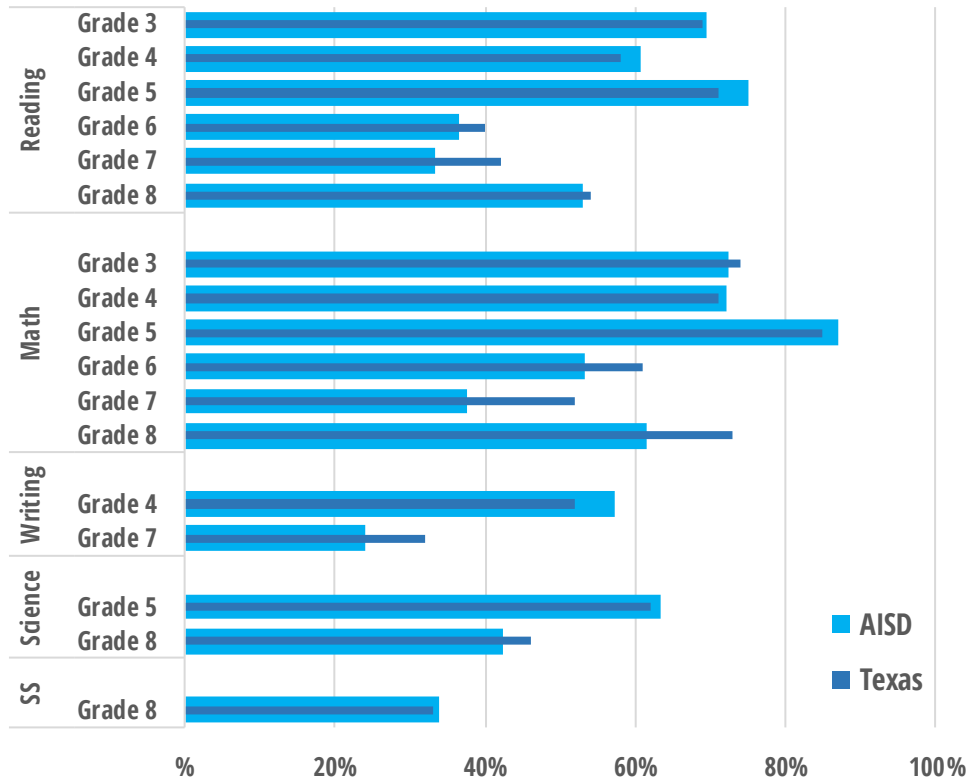
Source. AISD and Texas STAAR reports, 2018
Note. SS is social studies. Elementary grade levels include both English and Spanish versions.

Looking at the meets and masters grade level standards, and focusing on grade levels 5 and 8 (at which points students are moving from elementary to middle school and from middle to high school), respectively, substantial percentages of ELs who passed the STAAR tests also met these higher standards. In grade 5, considering the 2,081 ELs who took STAAR reading, math, and science, 34% achieved the higher performance standard of meets grade level for reading, 45% for math, and 22% for science (Table 4). Because students who achieved meets or masters grade level (by default) also passed the test, another way of considering these two higher standards is to examine what percentage of ELs who passed the test also achieved meets or masters grade level. **Among the 5th-grade ELs who passed STAAR, many also achieved the higher standard of meets grade level (44% on reading, 51% on math, and 35% on science), and 16%, 23%, and 12% also achieved the highest standard (masters grade level) on reading, math, and science, respectively.**

It is important to note that students often begin to exit EL status starting in 4th grade. Consequently, these students are not included in ELs' STAAR performance analysis from 5th grade on. One way of capturing how recently reclassified ELs performed on STAAR tests is to examine the performance of monitored students. Monitored students are former ELs who have exited within the past 2 years and whose STAAR performance is still being followed. Table 5 shows that 100%, 99%, and 97% of the grade-5 monitored students passed STAAR reading, math, and science, respectively. Of these, 82%, 89%, and 68% also achieved the second higher standard (meets grade level) for STAAR reading, math, and science, respectively, at grade 5. In addition, **52%, 63%, and 31% of grade-5 monitored students also performed at the masters grade level for STAAR reading, math, and science, respectively.** For grade-8 monitored students, between 70% and 98% passed STAAR reading, math, science, and social studies, and of these, between 38% and 60% also achieved the meets grade level standard, and between 11% and 27% also performed at masters grade level.

Table 4.

ELs Who Obtained Approaches, Meets, and Masters Performance Standard on 2018 STAAR Tests in Grades 5 and 8

	Subject	% Total approaches	% Total meets	% Total masters	% Approaches who also meets	% Approaches who also masters
Grade 5 ELs	Reading (*n* = 2,081)	77% (*n* = 1603)	34% (*n* = 708)	12% (*n* = 253)	44%	16%
	Math (*n* = 2,081)	88% (*n* = 1824)	45% (*n* = 932)	20% (*n* = 411)	51%	23%
	Science (*n* = 2,081)	63% (*n* = 1317)	22% (*n* = 455)	7% (*n* = 153)	35%	12%
Grade 8 ELs	Reading (*n* = 1,051)	56% (*n* = 584)	11% (*n* = 114)	4% (*n* = 40)	20%	7%
	Math (*n* = 1,044)	65% (*n* = 675)	20% (*n* = 211)	3% (*n* = 30)	31%	4%
	Science (*n* = 1,040)	42% (*n* = 440)	17% (*n* = 172)	6% (*n* = 60)	39%	14%
	Social Studies (*n* = 1,033)	34% (*n* = 351)	10% (*n* = 101)	5% (*n* = 52)	29%	15%

Source. STAAR 2018 records

Table 5.

Monitored (Former EL) Students Who Obtained Approaches, Meets, and Masters Performance Standard on 2018 STAAR Tests in Grades 5 and 8

	Subject	% Total approaches	% Total meets	% Total masters	% Approaches who also meets	% Approaches who also masters
Monitored Grade 5	Reading (*n* = 190)	100% (*n* = 190)	82% (*n* = 156)	52% (*n* = 99)	82%	52%
	Math (*n* = 190)	99% (*n* = 188)	88% (*n* = 168)	62% (*n* = 118)	89%	63%
	Science (*n* = 190)	97% (*n* = 185)	66% (*n* = 126)	30% (*n* = 57)	68%	31%
Monitored Grade 8	Reading (*n* = 249)	98% (*n* = 245)	55% (*n* = 138)	23% (*n* = 58)	56%	24%
	Math (*n* = 304)	95% (*n* = 289)	55% (*n* = 168)	11% (*n* = 32)	58%	11%
	Science (*n* = 250)	85% (*n* = 212)	51% (*n* = 128)	23% (*n* = 58)	60%	27%
	Social Studies (*n* = 249)	70% (*n* = 175)	27% (*n* = 66)	12% (*n* = 30)	38%	17%

Source. STAAR 2018 records

STAAR Performance of Ever ELs, Current ELs, and Former ELs

The following pages present STAAR performance for students that ever had an EL status (ever ELs), students who are currently in EL status (current ELs), students who have exited EL status (former ELs), regardless of their monitoring status, and non-ELs (never ELs). Evaluation of the performance of former ELs, current ELs, and the whole group who have ever been an EL allows comparisons between exited ELs' performance and that of current ELs. After ELs exit EL status and are no longer monitored, their performance on STAAR tests is included with the non-ELs group. The comparison between ELs and never ELs appears as a large performance gap, which may be misleading due to the exited ELs' performance being included in the non-EL group. Therefore, examination of the performance of students who ever had an EL status is important. Figures 4 and 5 display the performance of ever ELs, current ELs, former ELs and never ELs.

During the elementary grades, the performance of ever ELs and current ELs was very close due to ever ELs being primarily composed of current ELs (Figures 4 and 5). Passing rates for ever ELs and current ELs differed by 1 to 3 percentage points for reading, math, writing, and science for grades 3 through 5. **As ELs become English proficient and begin to exit EL status, a substantial increase is seen in the passing rates for former ELs, as compared with the rates of current and ever ELs, with the difference increasing as grade level increases.** This pattern is seen with all subjects across all grades. At the early grades, the passing rates were similar for ever, current, and former ELs. As students become proficient, they exit EL status and preform substantially better than current ELs, who are still in the process of becoming proficient in English, on the STAAR tests. As the number of former ELs increases, the passing rate for the ever ELs increases due to the influence of the high achievement of the former ELs. **Additionally, the passing rate for former ELs surpassed all AISD students in most subjects across grade levels (see Appendix C, Table C1), and that of students who were never ELs, indicating that after students exit EL status, they sustain high academic achievement levels.**

Figure 4.

Percentage of Ever ELs, Current ELs, Former ELs, and Never ELs Who Passed the 2018 STAAR Reading and Math Tests

STAAR reading passing rate

Grade	Group	n, %
3rd Grade	Ever ELs	n = 2320, 70%
	Current ELs	n = 2284, 69%
	Former ELs	n = 36, 78%
	Never ELs	n = 4367, 83%
4th Grade	Ever ELs	n = 2329, 62%
	Current ELs	n = 2201, 61%
	Former ELs	n = 128, 84%
	Never ELs	n = 4263, 79%
5th Grade	Ever ELs	n = 2332, 79%
	Current ELs	n = 2107, 77%
	Former ELs	n = 225, 96%
	Never ELs	n = 4305, 89%
6th Grade	Ever ELs	n = 1818, 48%
	Current ELs	n = 1411, 37%
	Former ELs	n = 407, 86%
	Never ELs	n = 3919, 75%
7th Grade	Ever ELs	n = 1725, 51%
	Current ELs	n = 1173, 34%
	Former ELs	n = 552, 89%
	Never ELs	n = 3593, 78%
8th Grade	Ever ELs	n = 1731, 71%
	Current ELs	n = 1106, 56%
	Former ELs	n = 625, 98%
	Never ELs	n = 3810, 89%

STAAR math passing rate

Grade	Group	n, %
3rd Grade	Ever ELs	n = 2323, 72%
	Current ELs	n = 2287, 72%
	Former ELs	n = 36, 67%
	Never ELs	n = 4370, 80%
4th Grade	Ever ELs	n = 2327, 73%
	Current ELs	n = 2199, 72%
	Former ELs	n = 128, 87%
	Never ELs	n = 4263, 81%
5th Grade	Ever ELs	n = 2331, 88%
	Current ELs	n = 2106, 88%
	Former ELs	n = 225, 96%
	Never ELs	n = 4302, 93%
6th Grade	Ever ELs	n = 1781, 61%
	Current ELs	n = 1401, 53%
	Former ELs	n = 380, 91%
	Never ELs	n = 3694, 78%
7th Grade	Ever ELs	n = 1346, 46%
	Current ELs	n = 1061, 38%
	Former ELs	n = 285, 77%
	Never ELs	n = 2188, 64%
8th Grade	Ever ELs	n = 1701, 76%
	Current ELs	n = 1082, 65%
	Former ELs	n = 619, 94%
	Never ELs	n = 3866, 87%

Source. AISD and Texas STAAR reports, 2018

Note. Analysis includes test versions S (for general, which includes accommodations).

Figure 5.

Percentage of Ever ELs, Current ELs, Former ELs, and Never ELs Who Passed the 2018 STAAR Writing, Science, and Social Studies Tests

STAAR writing passing rate

4th Grade
- Ever ELs: n = 2326, 58%
- Current ELs: n = 2200, 57%
- Former ELs: n = 126, 84%
- Never ELs: n = 4256, 70%

7th Grade
- Ever ELs: n = 1726, 42%
- Current ELs: n = 1173, 24%
- Former ELs: n = 553, 80%
- Never ELs: n = 3601, 74%

STAAR science passing rate

5th Grade
- Ever ELs: n = 2322, 66%
- Current ELs: n = 2109, 63%
- Former ELs: n = 213, 94%
- Never ELs: n = 4273, 81%

8th Grade
- Ever ELs: n = 1691, 59%
- Current ELs: n = 1094, 43%
- Former ELs: n = 597, 88%
- Never ELs: n = 3787, 80%

STAAR social studies passing rate

8th Grade
- Ever ELs: n = 1678, 49%
- Current ELs: n = 1087, 34%
- Former ELs: n = 591, 77%
- Never ELs: n = 3769, 73%

Source. AISD and Texas STAAR reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations).

STAAR Performance of ELs in DL, T/LE, and ESL

The following pages present STAAR performance for DL, transitional/late exit (T/LE), and ESL programs separately. For charts showing programs side by side, see Appendix C, Figures C1 through C3. The DL Program was offered from prekindergarten (pre-K) through 8th grade, T/LE was offered from pre-K through 5th grade, and ESL was offered from pre-K through 12th grade. Consequently, the STAAR charts for each program reflect the test subjects in grades 3 through 8 offered to ELs in these programs. For example, the social studies test is only offered in 8th grade; consequently, students enrolled in T/LE did not take this test in 2018.

In addition, a group of monitored/prior ELs who were enrolled in DL in 6th, 7th, and 8th grade and the 2018 STAAR results for this group of monitored students are presented in the STAAR graphs for the DL Program (Figures 6, 7, and 8). For the whole group of monitored/exited ELs (i.e., including students who were enrolled and students who were not enrolled in DL), see Appendix C, Figures C1 through C3. Lastly, the STAAR performance of ELs whose parents denied BE and ESL services is also presented in Appendix C, Figures C1 through C3.

STAAR Performance: DL

Figures 6, 7, and 8 show the performance of ELs in the DL Program on 2018 STAAR reading, writing, math, science, and social studies. DL ELs followed a similar STAAR performance pattern to all ELs in most subjects and grade levels. DL ELs' performance decreased from 3rd to 4th grade, but then increased at 5th grade. In middle school, performance dropped in 6th grade and again in 7th grade, and then increased in 8th grade. **It is interesting to note that ELs performed better in math than in reading. This was observed across all grade levels, except for 7th grade, where the percentage of ELs passing the reading test surpassed the percentage passing the math test.**

The drop in STAAR performance from 5th to 6th to 7th grade on the math test is similar to what is observed for all students across AISD (see Appendix, C Table C1) and may indicate an increase in the complexity and difficulty of academics in middle school, compared with that in elementary school. In addition, middle school is the period when ELs who entered AISD in elementary school are becoming proficient in English and are exiting EL status. The academic performance of these monitored students is tracked for the first 2 years after exiting EL status. Across years, monitored students performed well on STAAR exams, but their percentage passing rate was no longer included in ELs' passing rates. Thus, the drop in ELs' performance on both the STAAR reading and math from 5th to 6th to 7th grade may be compounded by the fact that monitored students' performance was no longer included with ELs' performance. The performance of a group of monitored students who were enrolled in DL is represented in Figure 6 as monitored in DL (for all monitored students' performance, see Appendix C, Figures C1, C2, and C3).

Figure 6.
Percentage of Current ELs, Monitored Students, and Non-ELs in the DL Program Who Passed the 2018 STAAR Reading Test

Source. AISD and Texas STAAR reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations).

14
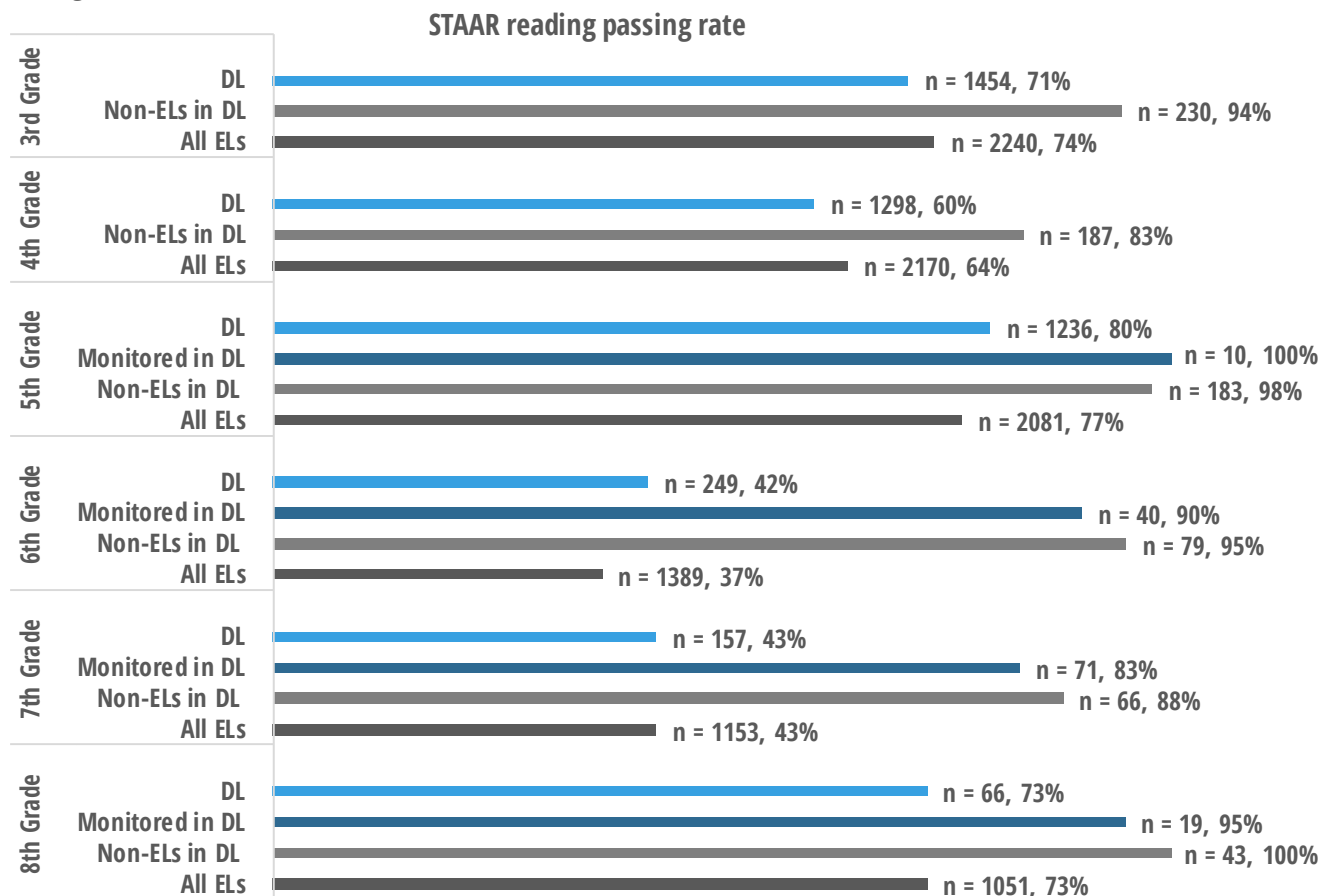
Figure 7.
Percentage of Current ELs, Monitored Students, and Non-ELs in the DL Program Who Passed the 2018 STAAR Math, Writing, and Science Tests

STAAR math passing rate

3rd Grade
- DL — n = 1456, 66%
- Non-ELs in DL — n = 231, 89%
- All ELs — n = 2243, 77%

4th Grade
- DL — n = 1298, 66%
- Non-ELs in DL — n = 187, 84%
- All ELs — n = 2168, 75%

5th Grade
- DL — n = 1235, 86%
- Monitored in DL — n = 10, 100%
- Non-ELs in DL — n = 183, 97%
- All ELs — n = 2081, 89%

6th Grade
- DL — n = 244, 64%
- Monitored in DL — n = 37, 95%
- Non-ELs in DL — n = 70, 94%
- All ELs — n = 1379, 51%

7th Grade
- DL — n = 122, 41%
- Monitored in DL — n = 38, 74%
- Non-ELs in DL — n = 22, 68%
- All ELs — n = 1041, 37%

8th Grade
- DL — n = 102, 89%
- Monitored in DL — n = 50, 100%
- Non-ELs in DL — n = 67, 91%
- All ELs — n = 1044, 89%

STAAR writing passing rate

4th Grade
- DL — n = 1298, 56%
- Non-ELs in DL — n = 183, 75%
- All ELs — n = 2168, 60%

7th Grade
- DL — n = 160, 29%
- Monitored in DL — n = 71, 70%
- Non-ELs in DL — n = 67, 84%
- All ELs — n = 1154, 23%

STAAR science passing rate

5th Grade
- DL — n = 1228, 61%
- Monitored in DL — n = 10, 100%
- Non-ELs in DL — n = 183, 94%
- All ELs — n = 2081, 69%

8th Grade
- DL — n = 66, 58%
- Monitored in DL — n = 19, 84%
- Non-ELs in DL — n = 42, 88%
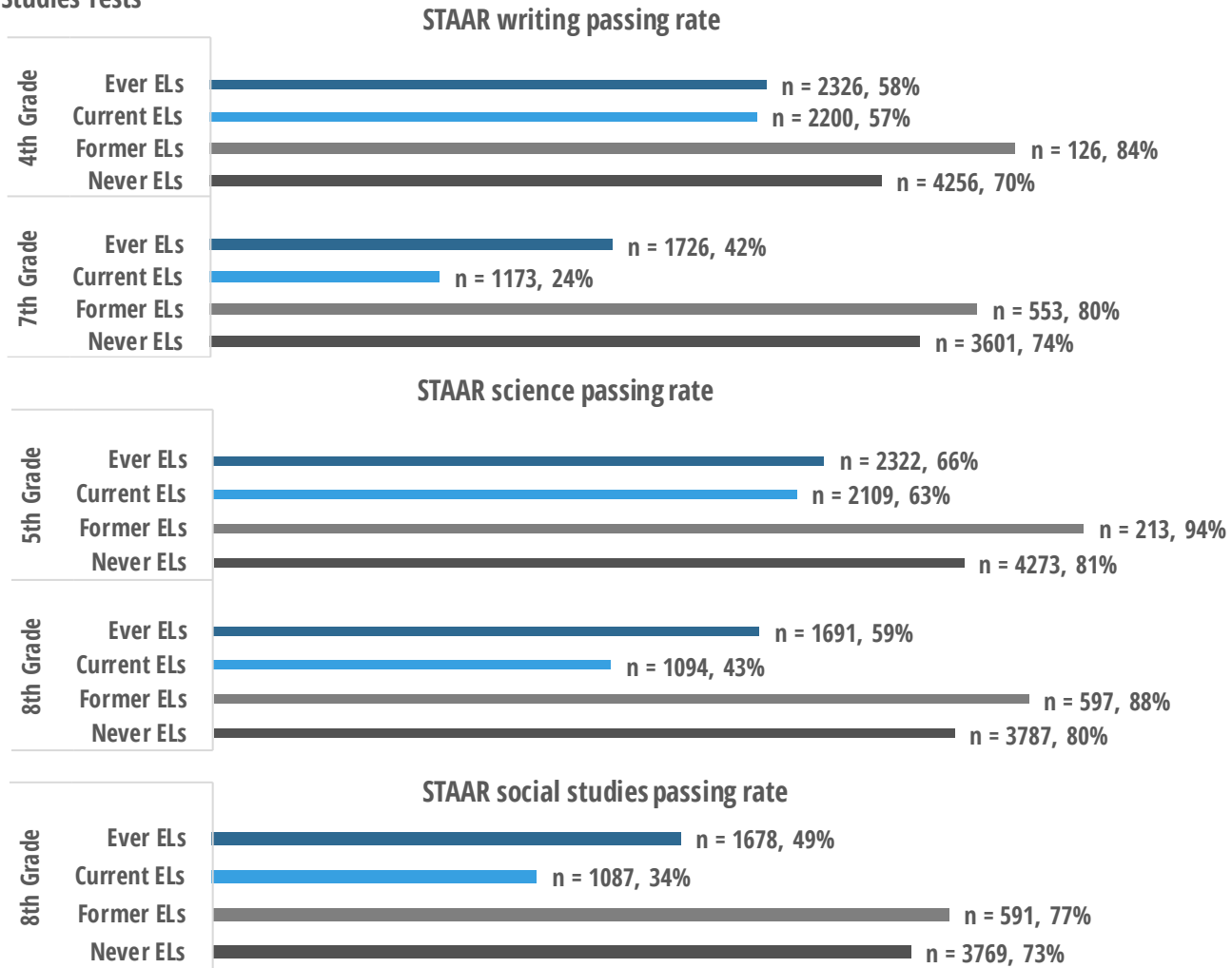- All ELs — n = 1040, 58%

Source. AISD and Texas STAAR reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations).

Figure 8.
Percentage of Current ELs, Monitored Students, and Non-ELs in the DL Program Who Passed the 2018 STAAR Social Studies Test
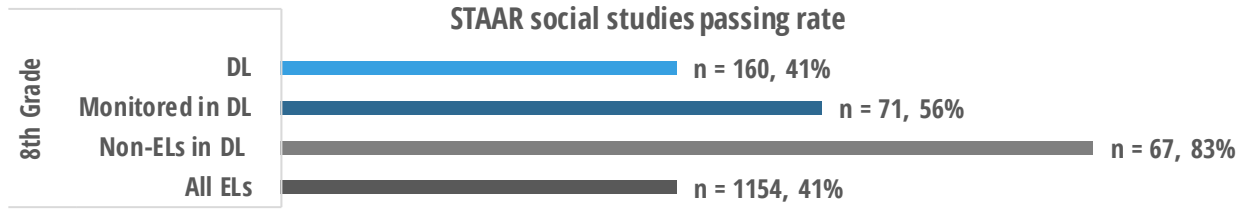
Source. AISD and Texas STAAR reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations).

Native English speakers (non-ELs) who were enrolled in the two-way DL Program (non-ELs in DL, in Figures 6, 7, and 8) had high STAAR passing rates regardless of subject or grade level (between 68% for 7th grade math and 100% for 8th grade reading). In fact, depending on the grade level and STAAR subject, these students' passing rates surpassed those of all ELs and all AISD students (see Appendix C Table C1 through C3).

STAAR Performance: T/LE

The T/LE Program is offered only at elementary grade levels. Thus, ELs who have not exited EL status by the end of 5th grade are moved to the ESL Program starting in 6th grade. In Appendix C, Figures C1 through C3 show the STAAR reading, math, writing, and science performance of 3rd- through 5th-grade ELs in T/LE. For all grade levels and STAAR subjects, T/LE ELs followed a similar performance pattern to that of all ELs. As described for DL ELs, T/LE ELs' performance in reading and math decreased from 3rd to 4th grade and then increased in 5th grade.

STAAR Performance: ESL

ELs in the ESL Program and ELs whose parents denied bilingual or ESL program services (denial ELs) displayed a similar pattern of STAAR performance (in most subjects) to that of ELs in all other programs (Appendix C, Figures C1 through C3) and to all AISD students (Appendix C, Table C1). In the elementary grade levels, ESL and denial ELs had a dip in passing rates in 4th grade and then an increase in 5th grade for STAAR reading, whereas steady increases in math were seen from 3rd to 5th grades. The steady increase in passing rates on STAAR math tests throughout elementary school is a departure from the patterns seen with ELs in other programs. At the middle school level, the pattern seen in elementary school with reading and math switched, with a steady increase in reading passing rates across the middle school grades and a dip in passing rates at 7th grade for math (Appendix C, Figures C1 and C2).

The drop in STAAR performance from elementary to middle school grade levels may be partially related to ELs' exiting status in 5th and 6th grades. As mentioned earlier, reclassified former ELs are deemed proficient in English and able to handle content in all subjects, without support of language programs. Historically, these students perform well on STAAR tests, but their performance is no longer included with ELs' STAAR performance. In fact, across grade levels and across STAAR subjects, the vast majority of reclassified/monitored ELs passed the STAAR tests in 2018. These students represent each of the programs offered to ELs at AISD, and therefore, their success demonstrates the impact the bilingual and ESL programs have had on ELs. Appendix D, Table D1 shows the number of monitored students who were enrolled in DL, T/LE, or ESL programs before exiting EL status.

Another subgroup of ELs to examine are newcomers. Newcomers are ELs who have recently immigrated and have been in U.S. schools for 3 years or less. The number of newcomers who had STAAR test scores was substantially lower in the spring of 2018 than in the spring of 2017. This could have been due to a number of factors, such as a decrease in immigrants. Although the passing rates for newcomers were lower than the passing rates for all ELs, they were markedly increased from last year, particularly at 6th and 7th grades. This is likely highly influenced by the considerably smaller number of newcomers in middle school and possibly by the characteristics of the newcomer students (Appendix E, Table E1).

Long-term ELs are another subgroup whose numbers have decreased since last year, which could be due to a variety of factors, such as an increase in students successfully exiting EL status. In this report, long-term ELs are students who joined U.S. schools from 1st grade on and have been ELs for more than 6 years, based on TEA's definition in which years in U.S. schools start at 1st grade. In AISD, these students represented, on average, 47% of ELs in middle school, and on average, their STAAR passing rates were up to 29 percentage points lower than the AISD passing rate for the same grade levels (Appendix E, Table E1); however, long-term ELs' passing rates were higher than those of all ELs at middle school. Further analysis of long-term ELs is needed to understand characteristics of their educational experiences that may be supporting or hindering their academic progress.

Performance on EOC

The state-required EOC assessments of Algebra I, Biology, English (I and II), and U.S. History are offered annually to students who have completed the coursework in those subjects, usually at the high school level. Students must pass EOC tests prior to graduation from high school. Figures 9 through 13 show 2017 and 2018 EOC results for ELs and monitored ELs within AISD and across the state of Texas. Monitored students are former ELs who exited EL status in the spring of 2016 or 2017. Figures 14 and 15 display the 2018 EOC results for ever ELs, current ELs, and former ELs.

AISD ELs passed 2018 EOC assessments at a higher rate than did Texas ELs in all courses. In addition, for all courses, except U.S. History, monitored AISD EL students passed EOC tests at a higher rate than did monitored Texas ELs. The performance of AISD ELs on the EOC U.S. History assessment was tied at the same level as that of Texas ELs. It should be noted that considerable gains (i.e., between 4% and 16%) were seen between 2017 and 2018 in English I and II, both for AISD monitored students and Texas monitored students' passing rates. While AISD ELs and Texas ELs also made gains (i.e., between 4% and 6%) between 2017 and 2018 on the English I and II tests, those gains were not as substantial as the monitored students' gains.

In 2018, AISD ELs had higher passing rates in all EOC subjects than did Texas ELs, and the lower passing rate for AISD monitored students in English I, as compared with that for Texas monitored students, was reversed. The only subject in which AISD monitored students' passing rate did not surpass Texas monitored students' passing rate was U.S. History, in which the performance was matched. It is interesting to note that newcomer ELs had higher passing rates than did all ELs in all subjects (see Appendix E, Table E2); however, it is important to keep in mind the number of newcomer students (between 21 and 38) was substantially smaller than that of all ELs and caution is advised when comparing these groups.

Furthermore, similar to what was observed for STAAR tests, some ELs, in addition to passing the EOC tests, achieved the two higher test benchmarks (i.e., meets and masters grade level standards; Appendix F, Table F1). For Algebra I, Biology, English (I and II), and U.S. History, between 42% and 55% of ELs who passed these tests also achieved the higher meets grade level standard, and between 4% and 24% achieved the highest standard of masters grade level.

Between 69% and 86% of the monitored students in AISD who passed the test also reached the second highest meets grade level standards for Algebra I, Biology, English (I and II), and U.S. History, and between 5% and 51% also reached the highest standard of masters grade level for these tests.

Figure 9.
EOC English I 2017 and 2018 Results for AISD and Texas ELs and Monitored (Exited) ELs
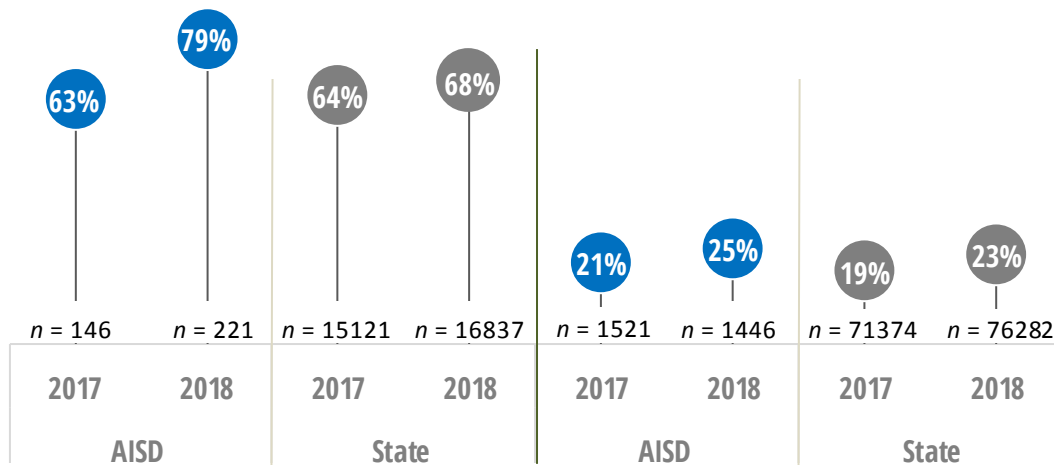
	Monitored				All ELs			
	63%	79%	64%	68%	21%	25%	19%	23%
	n = 146	n = 221	n = 15121	n = 16837	n = 1521	n = 1446	n = 71374	n = 76282
	2017	2018	2017	2018	2017	2018	2017	2018
	AISD		State		AISD		State	

Source. AISD EOC records and TEA records, Spring 2017 and 2018
Note. Monitored are former ELs who exited program service.

Figure 10.
EOC English II 2017 and 2018 Results for AISD and Texas ELs and Monitored (Exited) ELs

	Monitored				All ELs			
	62%	76%	58%	68%	17%	23%	17%	21%
	n = 173	n = 155	n = 10573	n = 15560	n = 1521	n = 1327	n = 55597	n = 61172
	2017	2018	2017	2018	2017	2018	2017	2018
	AISD		State		AISD		State	
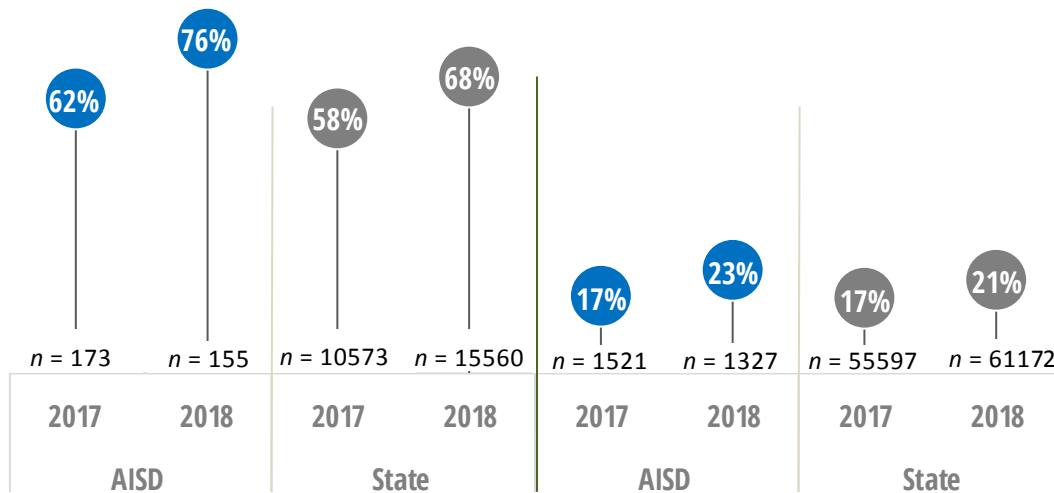
Source. AISD EOC records and TEA records, Spring 2017 and 2018
Note. Monitored are former ELLs who exited program service.

Figure 11.
EOC Algebra I 2017 and 2018 Results for AISD and Texas ELs and Monitored (Exited) ELs
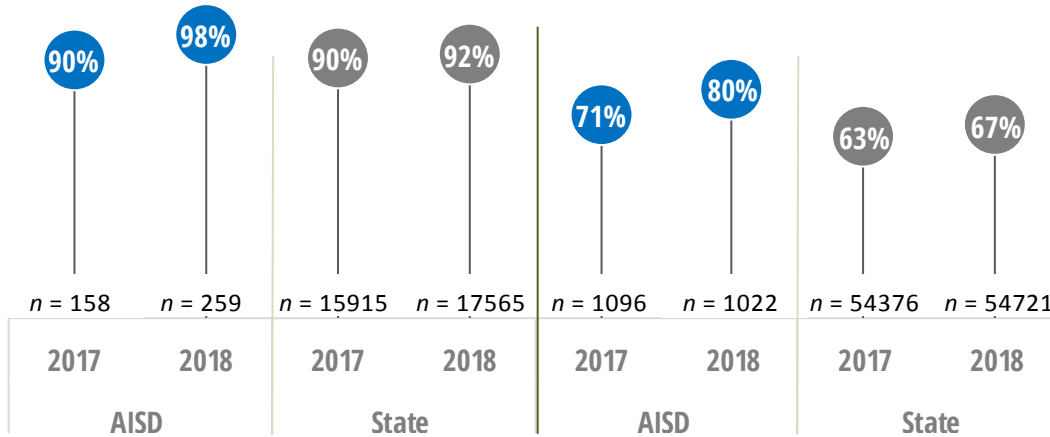
	Monitored				All ELs			
	90%	98%	90%	92%	71%	80%	63%	67%
	n = 158	n = 259	n = 15915	n = 17565	n = 1096	n = 1022	n = 54376	n = 54721
	2017	2018	2017	2018	2017	2018	2017	2018
	AISD		State		AISD		State	

Source. AISD EOC records and TEA records, Spring 2017 and 2018
Note. Monitored are former ELs who exited program service.

Figure 12.
EOC Biology 2017 and 2018 Results for AISD and Texas ELs and Monitored (Exited) ELs
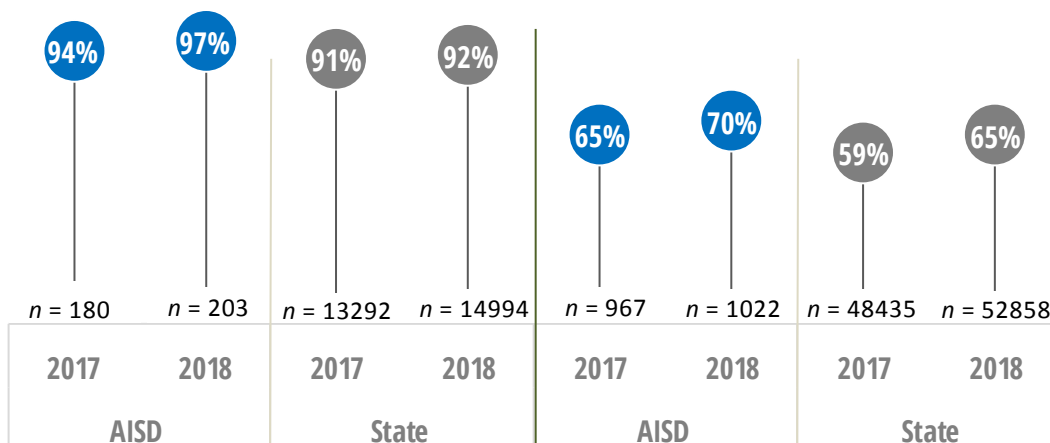
	Monitored				All ELs			
	94%	97%	91%	92%	65%	70%	59%	65%
	n = 180	n = 203	n = 13292	n = 14994	n = 967	n = 1022	n = 48435	n = 52858
	2017	2018	2017	2018	2017	2018	2017	2018
	AISD		State		AISD		State	

Source. AISD EOC records and TEA records, Spring 2017 and 2018
Note. Monitored are former ELs who exited program service.

Figure 13.
EOC U.S. History 2017 and 2018 Results for AISD and Texas ELs and Monitored (Exited) ELs
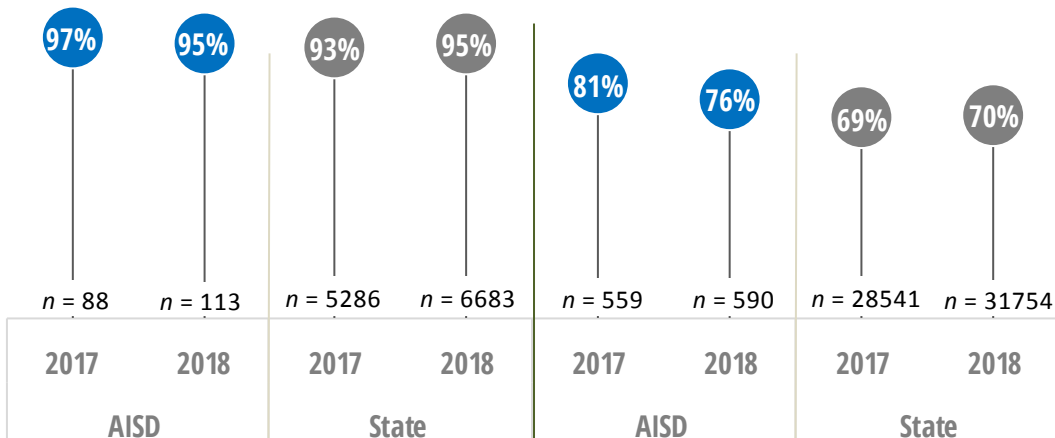
	Monitored				All ELs			
	97%	95%	93%	95%	81%	76%	69%	70%
	n = 88	n = 113	n = 5286	n = 6683	n = 559	n = 590	n = 28541	n = 31754
	2017	2018	2017	2018	2017	2018	2017	2018
	AISD		State		AISD		State	

Source. AISD EOC records and TEA records, Spring 2017 and 2018
Note. Monitored are former ELs who exited program service.

Performance on EOC tests by ever ELs, current ELs, former ELs and never ELs displayed the same patterns seen for middle school performance by these groups of ELs, with a larger passing rate for ever ELs than for current ELs (Figures 14 and 15). As previously stated, exited ELs perform well, and when these ELs' performance on the EOC tests is included in the ever ELs' performance, the passing rates increase. Furthermore, **passing rates of former ELs on all EOC tests surpassed that of all AISD students by 19 and 17 percentage points for English I and II, respectively, and between 5 and 9 percentage points for U.S. History, Biology, and Algebra I** (see Appendix E, Table E2).

Figure 14.
Percentage of Ever ELs, Current ELs, Former (Exited) ELs, and Never ELs Passing EOC English I and English II, 2018
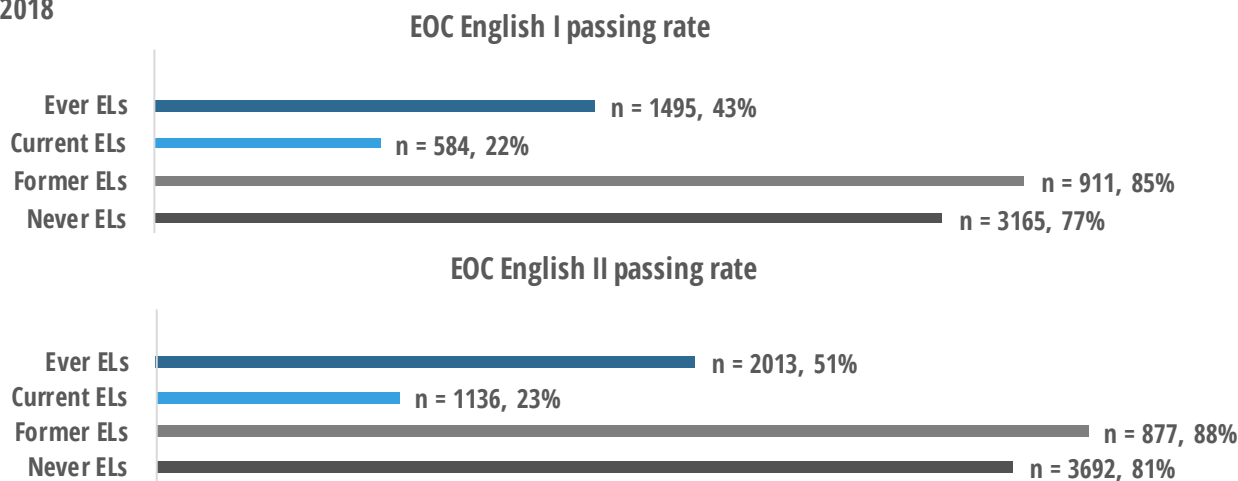
EOC English I passing rate

- Ever ELs: n = 1495, 43%
- Current ELs: n = 584, 22%
- Former ELs: n = 911, 85%
- Never ELs: n = 3165, 77%

EOC English II passing rate

- Ever ELs: n = 2013, 51%
- Current ELs: n = 1136, 23%
- Former ELs: n = 877, 88%
- Never ELs: n = 3692, 81%

Source. AISD and EOC reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations). Former ELs are ELs who exited program service.

Figure 15.
Percentage of Ever ELs, Current ELs, Former (Exited) ELs, and Never ELs Passing EOC Algebra I, Biology, and U.S. History, 2018
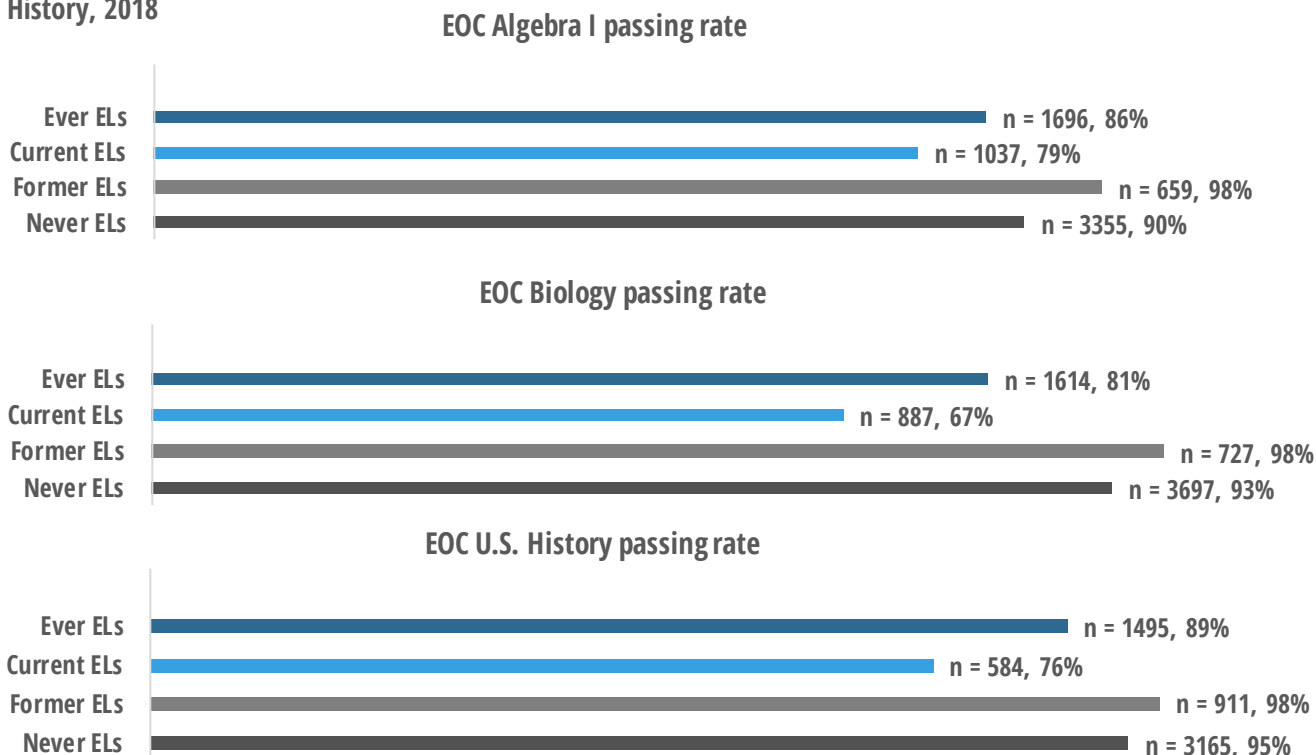
EOC Algebra I passing rate

- Ever ELs: n = 1696, 86%
- Current ELs: n = 1037, 79%
- Former ELs: n = 659, 98%
- Never ELs: n = 3355, 90%

EOC Biology passing rate

- Ever ELs: n = 1614, 81%
- Current ELs: n = 887, 67%
- Former ELs: n = 727, 98%
- Never ELs: n = 3697, 93%

EOC U.S. History passing rate

- Ever ELs: n = 1495, 89%
- Current ELs: n = 584, 76%
- Former ELs: n = 911, 98%
- Never ELs: n = 3165, 95%

Source. AISD and EOC reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations). Former ELs are ELs who exited program service.

Conclusions

The following sections summarize the observations outlined in this report and provide recommendations for the 2018–2019 school year.

When evaluating the academic performance of students, two of the major long-term outcomes to evaluate are the graduation and drop out rates. **Over the last 5 years, ELs' drop out rates have been steadily declining.** Although ELs' graduation rates increased in 2012–2013 and in 2013–2014, the last 3 years have seen little to no change in graduation rates. It is likely that these rates are higher because students who have exited EL status are not included.

In 2017–2018, the DL Program was expanded from eight to 11 middle schools. Across all student groups, the proportion of students receiving an A for their end of course grade in either Spanish for Spanish Speakers I or II increased from last year. In addition, the proportion with a passing end of course grade in Spanish for Spanish Speakers I increased by 9 percentage points as compared with last year. However, a slight decrease in the proportion of passing end of course grades was seen in Spanish for Spanish Speakers II, a decrease of 5 percentage points from last year.

AP courses were offered in AISD at both the middle and high school level. A substantially lower number of ELs than of non-ELs enrolled in AP courses during 2017–2018, both at the middle and high school levels, and their end of course grades were slightly lower than those of their non-EL peers.

Another major consideration is students' performance on the state's standardized tests, STAAR and EOC. **When STAAR math performance for a group of continuously enrolled AISD ELs and for a similar group of non-ELs was tracked across 6 years, ELs outperformed non-ELs from grade 4 to grade 8. For the reading tests, non-ELs in this analysis performed slightly better than ELs in the first 4 years (corresponding to 3rd through 6th grade). However, this gap in performance became smaller as they progressed, and by 7th grade, ELs and non-ELs in this analysis had identical performance.**

When comparing AISD ELs with Texas ELs, AISD ELs outperformed Texas ELs on several STAAR subjects. In addition, **former ELs' passing rates surpassed those of all AISD students regardless of subject or grade**, indicating that after exiting the bilingual/ESL programs, former EL students were well prepared for high academic achievement. Elementary ELs performed better on STAAR tests than did middle school ELs. In addition, EL 5th graders outperformed EL 3rd- and 4th-graders, and EL 8th graders outperformed 6th- and 7th-graders. This pattern matched that of all AISD students and may be a reflection of the fact that students are given opportunities to retake the STAAR tests in 5th and 8th grade. Additionally, STAAR results indicated that, for 5th and 8th grade EL students, between 20% and 50% achieved the higher performance standard of meets grade level for reading, math, science, and social studies. Of the 5th grade ELs who passed the STAAR reading, math, and science, between 12% and 23% achieved the highest performance standard, masters grade level. The proportion of 8th-grade ELs achieving the two higher performance standards was slightly lower than was seen in grade 5. Students who had exited EL status and were within the first 2 years of monitoring achieved the two highest performance standards, in both 5th and 8th grades, at a higher rate than did current ELs, indicating they were performing well after exiting EL status.

For all EOC subjects, AISD ELs passed EOC tests at higher rates than did ELs across Texas. Similar to what was observed in 2017, AISD and Texas ELs had higher passing rates in Algebra, Biology, and U.S. History than in either English I or English II. Although English I and II passing rates were lower than for other courses, an increase was seen, compared with last year's rates, for both AISD ELs and Texas ELs. In addition, a percentage of ELs who passed EOC tests also reached the more advanced standards set for these tests, indicating they were ready to succeed in the next grade level with little to no program support. Further research is warranted to better understand the characteristics of ELs in these grade levels. As was seen in grades 3 through 8, monitored students performed better on EOC tests than did current ELs, and passing rates increased from 2017 to 2018 for all courses, except for U.S. History. Former ELs' performance on EOC tests followed the same pattern seen in grades 3 through 8, with passing rates surpassing those of current ELs and of all

AISD students. **For English I and II, former ELs' passing rates were between 17 and 19 percentage points higher than those of all AISD students.**

Recommendations

AISD should examine the long-term outcomes (e.g., dropout and graduation rates) for ever ELs and former ELs to get a more accurate picture of these outcomes.

Participation in AP courses by current and former ELs should be examined further to identify factors contributing to underrepresentation in these courses at both the middle and high school levels.

ELs' academic performance continues to be lower at middle and high school grades than at elementary grades. Future studies should explore the influence of exiting EL status on the decreased performance at these grades.

Appendix

Appendix A: Middle School Dual Language Course Performance

Table A1.
Advanced Spanish Language Course Performance, by Student Group

| | | *n* count | Final course grade | | | | |
			A	B	C	D	F
Spanish for Spanish Speakers I	Non ELs	50	50%	26%	20%	4%	-
	ELs	274	37%	31%	22%	7%	4%
	Monitored	37	70%	19%	8%	-	3%
	Total	361	42%	29%	20%	6%	3%
Spanish for Spanish Speakers II	Non ELs	24	71%	13%	17%	-	-
	ELs	173	28%	28%	31%	10%	2%
	Monitored	55	47%	36%	15%	2%	-
	Total	252	37%	28%	26%	8%	2%

Source. AISD 2018 student records
Note. Non-ELs are native English speakers in the DL Program, monitored are prior ELs who have exited EL status.

Appendix B: Advanced Placement Course Performance, by Level and EL Status

Table B1.
Middle School Advanced Placement Course Performance, by Student Group

| | | *n* count | Final course grade | | | | |
			A	B	C	D	F
Pre-AP Algebra I	Non ELs	1,680	45%	32%	17%	6%	1%
	ELs	118	36%	35%	17%	12%	1%
	Monitored	105	45%	25%	16%	12%	2%
	Total	1,903	44%	32%	17%	6%	1%
Pre-AP Geometry	Non ELs	289	61%	34%	5%	1%	-
	ELs	1	100%	-	-	-	-
	Monitored	7	43%	57%	-	-	-
	Total	297	61%	34%	4%	1%	-
AP Spanish Language & Culture IV - DL	Non ELs	21	57%	33%	10%	-	-
	ELs	38	13%	58%	21%	8%	-
	Monitored	15	27%	60%	13%	-	-
	Total	74	28%	51%	16%	4%	-
AP Spanish Language & Culture IV	Non ELs	5	60%	40%	-	-	-
	ELs	14	29%	57%	7%	7%	-
	Monitored	6	67%	33%	-	-	-
	Total	25	44%	48%	4%	4%	-

Source. AISD 2018 student records
Note. Non-ELs are native English speakers, monitored are prior ELs who have exited EL status.

Appendix B: Advanced Placement Course Performance, by Level and EL Status

High School Advanced Placement Course Performance, by Student Group

| | | *n* count | Final course grade | | | | |
			A	B	C	D	F
English language arts	**Non ELs**	7,239	36%	40%	18%	4%	1%
	ELs	211	15%	34%	36%	11%	4%
	Monitored	182	19%	41%	29%	8%	3%
	Total	7,632	35%	40%	19%	4%	1%
Math	**Non ELs**	6,393	36%	39%	19%	5%	2%
	ELs	367	19%	32%	30%	13%	6%
	Monitored	204	24%	38%	28%	8%	2%
	Total	6,964	34%	38%	20%	6%	2%
Science	**Non ELs**	6,794	38%	39%	17%	4%	1%
	ELs	290	13%	33%	32%	14%	7%
	Monitored	195	18%	40%	31%	7%	4%
	Total	7,279	37%	39%	18%	5%	2%
Social studies	**Non ELs**	5,597	37%	40%	18%	4%	1%
	ELs	184	13%	32%	34%	14%	7%
	Monitored	146	19%	40%	31%	7%	3%
	Total	5,927	36%	40%	18%	5%	1%

Source. AISD 2018 student records
Note. Non-ELs are native English speakers, monitored are prior ELs who have exited EL status.

Appendix C: STAAR 2018, Elementary and Middle School Numbers Tested

Table C1.
STAAR 2018 Numbers Tested, by Subject and Grade Level

		All AISD students		AISD ELs		Texas ELs	
		n	% Passed	*n*	% Passed	*n*	% Passed
Reading	Grade 3	6,506	79%	2,240	70%	104,890	69%
	Grade 4	6,435	73%	2,170	61%	95,296	58%
	Grade 5	6,408	85%	2,081	77%	86,737	71%
	Grade 6	5,584	66%	1,389	37%	69,721	40%
	Grade 7	5,194	70%	1,153	33%	62,321	42%
	Grade 8	5,296	84%	1,051	56%	53,199	54%
Math	Grade 3	6,512	78%	2,243	72%	104,922	74%
	Grade 4	6,433	78%	2,168	72%	95,361	71%
	Grade 5	6,404	91%	2,081	88%	86,660	85%
	Grade 6	5,323	73%	1,379	53%	69,441	61%
	Grade 7	3,421	58%	1,041	38%	59,680	52%
	Grade 8	5,386	83%	1,044	65%	51,002	73%
Writing	Grade 4	6,426	66%	2,168	57%	93,551	52%
	Grade 7	5,202	64%	1,154	24%	61,638	32%
Science	Grade 5	6,368	76%	2,081	63%	86,601	62%
	Grade 8	5,239	74%	1,040	42%	52,813	46%
Social studies	Grade 8	5,207	66%	1,033	34%	52,809	33%

Source. AISD and Texas STAAR reports, 2018
Notes. Elementary grade levels include both English and Spanish versions.

Appendix C: 2018 STAAR Performance, by BE/ESL Program

Figure C1.

Percentage of ELs and Non-ELs Who Passed the 2018 STAAR Reading Test

STAAR Reading passing rate

3rd Grade
- All ELs: n = 2240, 70%
- Denial: n = 23, 61%
- ESL: n = 359, 61%
- Transitional/Late exit: n = 404, 74%
- 1-way DL: n = 1170, 72%
- 2-way DL: n = 284, 65%
- Non-ELs in 2-way DL: n = 230, 94%
- 1st yr monitored: n = 11, 91%
- 2nd yr monitored: n = 7, 100%

4th Grade
- All ELs: n = 2170, 61%
- Denial: n = 24, 50%
- ESL: n = 345, 59%
- Transitional/Late exit: n = 502, 64%
- 1-way DL: n = 1043, 60%
- 2-way DL: n = 255, 62%
- Non-ELs in 2-way DL: n = 187, 83%
- 1st yr monitored: n = 91, 88%
- 2nd yr monitored: n = 11, 100%

5th Grade
- All ELs: n = 2081, 77%
- Denial: n = 23, 52%
- ESL: n = 334, 69%
- Transitional/Late exit: n = 488, 77%
- 1-way DL: n = 1018, 79%
- 2-way DL: n = 218, 81%
- Non-ELs in 2-way DL: n = 183, 98%
- 1st yr monitored: n = 111, 100%
- 2nd yr monitored: n = 75, 100%

6th Grade
- All ELs: n = 1389, 37%
- Denial: n = 20, 35%
- ESL: n = 1116, 35%
- DL: n = 244, 42%
- All DL: n = 284, 49%
- Non-ELs in 2-way DL: n = 80, 95%
- 1st yr monitored: n = 208, 83%
- 2nd yr monitored: n = 83, 88%

7th Grade
- All ELs: n = 1153, 33%
- Denial: n = 20, 45%
- ESL: n = 975, 32%
- DL: n = 157, 43%
- All DL: n = 228, 55%
- Non-ELs in 2-way DL: n = 66, 88%
- 1st yr monitored: n = 198, 87%
- 2nd yr monitored: n = 137, 86%

8th Grade
- All ELs: n = 1051, 56%
- Denial: n = 28, 68%
- ESL: n = 949, 54%
- DL: n = 62, 74%
- All DL: n = 81, 79%
- Non-ELs in 2-way DL: n = 42, 100%
- 1st yr monitored: n = 123, 99%
- 2nd yr monitored: n = 126, 98%

Source. AISD and Texas STAAR reports, 2018

Note. Analysis includes test versions S (for general, which includes accommodations).

Appendix C: 2018 STAAR Performance, by BE/ESL Program

Figure C2.

Percentage of ELs and Non-ELs Who Passed the 2018 STAAR Math Test

STAAR Math passing rate

3rd Grade
- All ELs: n = 2243, 72%
- Denial: n = 23, 70%
- ESL: n = 359, 65%
- Transitional/Late exit: n = 405, 77%
- 1-way DL: n = 1171, 75%
- 2-way DL: n = 285, 66%
- Non-ELs in 2-way DL: n = 231, 89%
- 1st yr monitored: n = 11, 91%
- 2nd yr monitored: n = 7, 86%

4th Grade
- All ELs: n = 2168, 72%
- Denial: n = 24, 71%
- ESL: n = 344, 68%
- Transitional/Late exit: n = 501, 75%
- 1-way DL: n = 1042, 73%
- 2-way DL: n = 256, 66%
- Non-ELs in 2-way DL: n = 187, 84%
- 1st yr monitored: n = 91, 96%
- 2nd yr monitored: n = 11, 100%

5th Grade
- All ELs: n = 2081, 88%
- Denial: n = 23, 87%
- ESL: n = 334, 84%
- Transitional/Late exit: n = 489, 89%
- 1-way DL: n = 1018, 88%
- 2-way DL: n = 217, 86%
- Non-ELs in 2-way DL: n = 183, 97%
- 1st yr monitored: n = 111, 100%
- 2nd yr monitored: n = 75, 100%

6th Grade
- All ELs: n = 1379, 53%
- Denial: n = 20, 60%
- ESL: n = 1111, 51%
- DL: n = 239, 66%
- All DL: n = 276, 70%
- Non-ELs in 2-way DL: n = 70, 94%
- 1st yr monitored: n = 205, 88%
- 2nd yr monitored: n = 78, 99%

7th Grade
- All ELs: n = 1041, 38%
- Denial: n = 19, 26%
- ESL: n = 900, 38%
- DL: n = 121, 41%
- All DL: n = 159, 48%
- Non-ELs in 2-way DL: n = 22, 68%
- 1st yr monitored: n = 112, 76%
- 2nd yr monitored: n = 71, 77%

8th Grade
- All ELs: n = 1044, 65%
- Denial: n = 28, 54%
- ESL: n = 905, 62%
- DL: n = 99, 89%
- All DL: n = 149, 93%
- Non-ELs in 2-way DL: n = 67, 91%
- 1st yr monitored: n = 166, 97%
- 2nd yr monitored: n = 138, 93%

Source. AISD and Texas STAAR reports, 2018

Note. Analysis includes test versions S (for general, which includes accommodations).

Appendix C: 2018 STAAR Performance, by BE/ESL Program

Figure C3.

Percentage of ELs and Non-ELs Who Passed the 2018 STAAR Writing, Science, and Social Studies Tests

STAAR Writing passing rate

4th Grade
Category	Value
All ELs	n = 2168, 57%
Denial	n = 24, 50%
ESL	n = 343, 51%
Transitional/Late exit	n = 502, 60%
1-way DL	n = 1043, 58%
2-way DL	n = 255, 56%
Non-ELs in 2-way DL	n = 183, 75%
1st yr monitored	n = 91, 92%
2nd yr monitored	n = 11, 100%

7th Grade
Category	Value
All ELs	n = 1154, 24%
Denial	n = 19, 37%
ESL	n = 975, 23%
DL	n = 159, 29%
All DL	n = 230, 42%
Non-ELs in 2-way DL	n = 67, 84%
1st yr monitored	n = 200, 78%
2nd yr monitored	n = 137, 77%

STAAR Science passing rate

5th Grade
Category	Value
All ELs	n = 2081, 63%
Denial	n = 24, 63%
ESL	n = 337, 64%
Transitional/Late exit	n = 491, 69%
1-way DL	n = 1012, 61%
2-way DL	n = 216, 61%
Non-ELs in 2-way DL	n = 183, 94%
1st yr monitored	n = 113, 96%
2nd yr monitored	n = 75, 100%

8th Grade
Category	Value
All ELs	n = 1040, 42%
Denial	n = 24, 63%
ESL	n = 944, 41%
DL	n = 61, 57%
All DL	n = 80, 64%
Non-ELs in 2-way DL	n = 42, 88%
1st yr monitored	n = 122, 88%
2nd yr monitored	n = 128, 82%

STAAR Social Studies passing rate

8th Grade
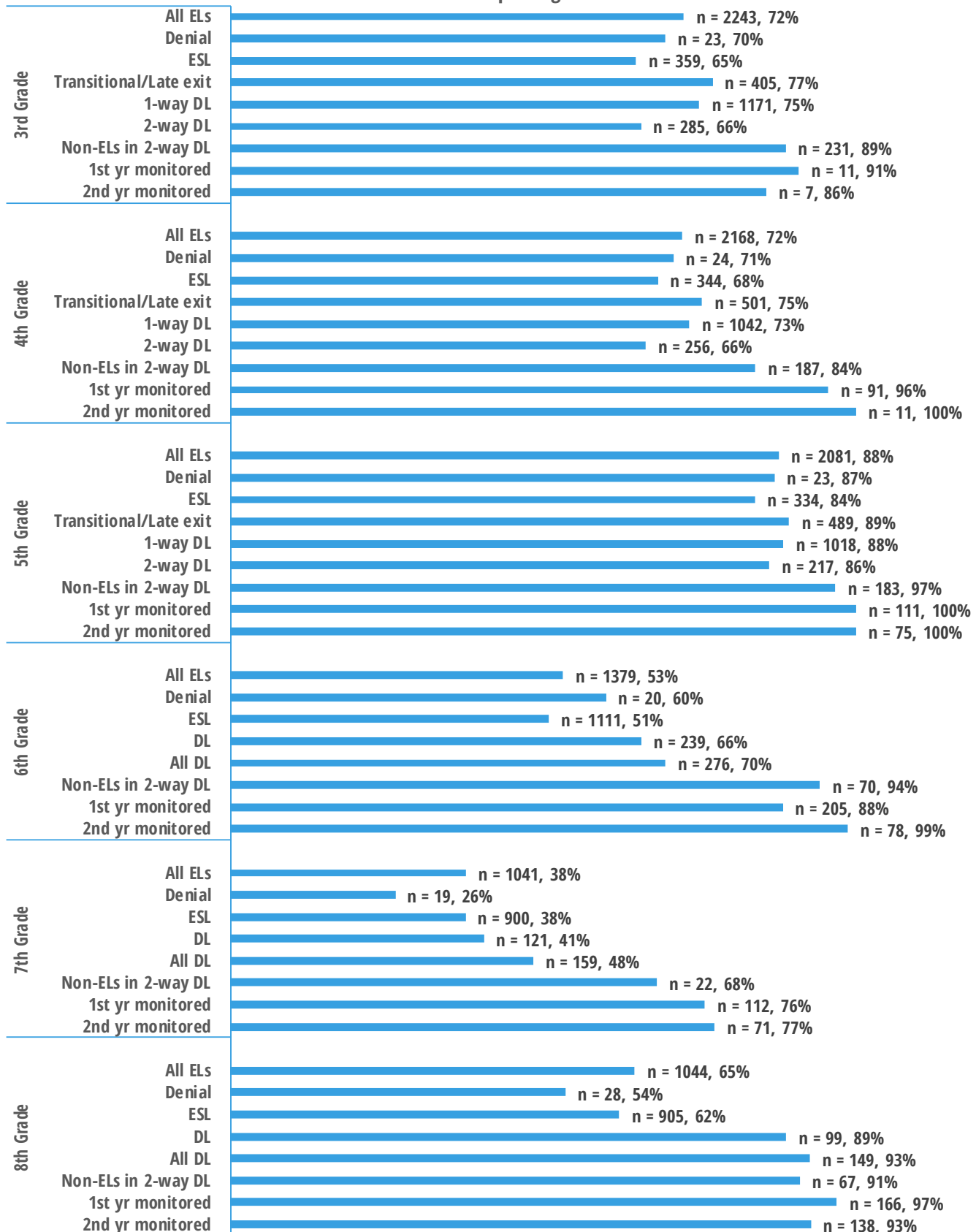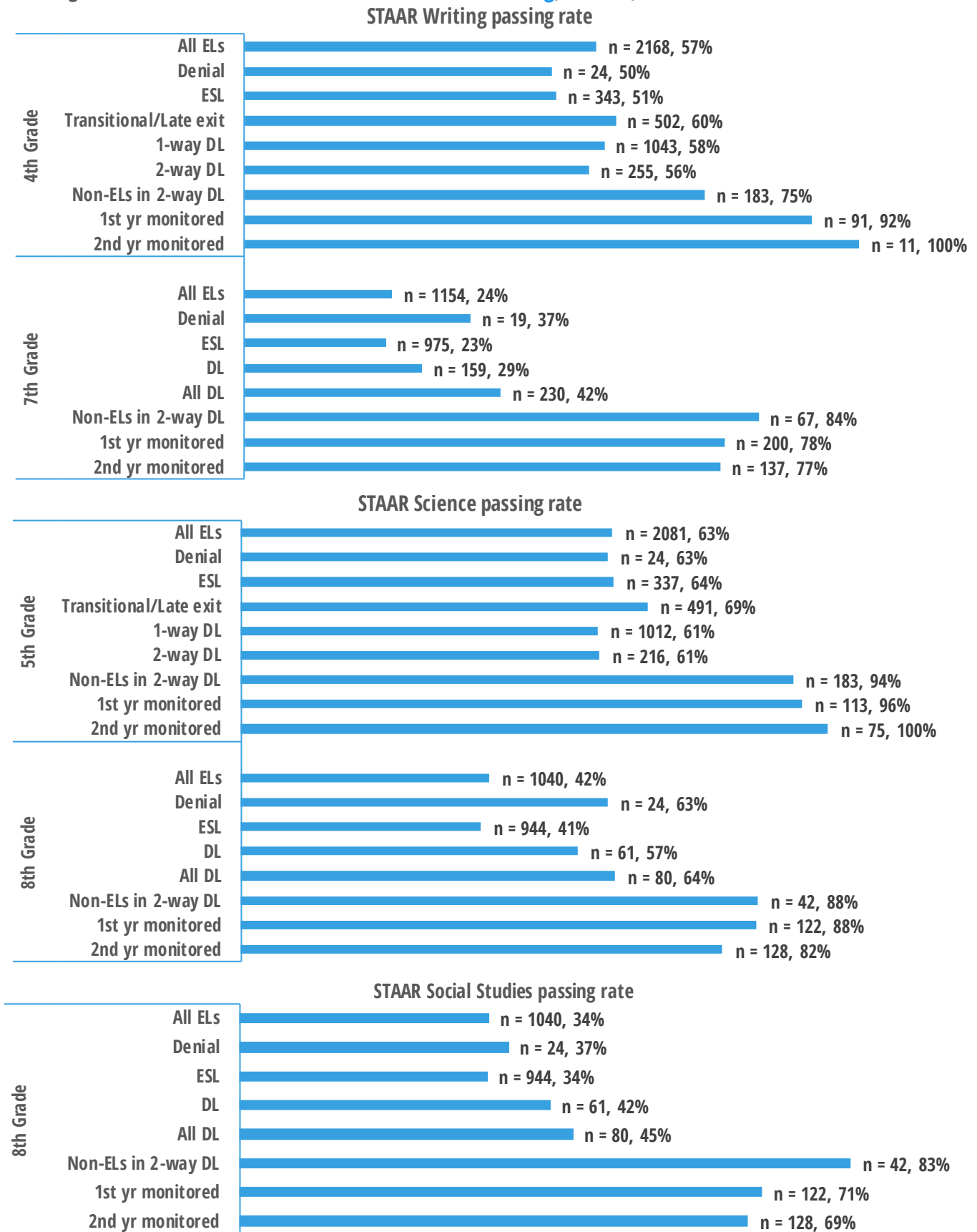| Category	Value
All ELs	n = 1040, 34%
Denial	n = 24, 37%
ESL	n = 944, 34%
DL	n = 61, 42%
All DL	n = 80, 45%
Non-ELs in 2-way DL	n = 42, 83%
1st yr monitored	n = 122, 71%
2nd yr monitored	n = 128, 69%

Source. AISD and Texas STAAR reports, 2018
Note. Analysis includes test versions S (for general, which includes accommodations).

Appendix D: Prior Program Participation of Monitored Students Who Took the 2018 STAAR Reading and Math

STAAR Reading and Math Performance of Monitored ELs, Program Participation Before Exiting EL Status

| Monitored ELs | Program | 2018 STAAR reading | |
		n	% Pass
Grade 5 First year monitored	DL	6	100%
	ESL	<5	100%
Second year monitored	DL	19	100%
	ESL	45	100%
	LE	<5	100%
Grade 6 First year monitored	DL	24	92%
	ESL	<5	100%
	LE	<5	68%
Second year monitored	DL	37	78%
	ESL	27	100%
	LE	6	100%
Grade 7 First year monitored	ESL	<5	0%
Second year monitored	DL	69	88%
	ESL	34	88%
	LE	15	93%
Grade 8 First year monitored	ESL	-	-
Second year monitored	ESL	116	98%

| Monitored ELs | Program | 2018 STAAR math | |
		N	% Pass
Grade 5 First year monitored	DL	6	100%
	ESL	<5	100%
Second year monitored	DL	19	100%
	ESL	45	100%
	LE	<5	100%
Grade 6 First year monitored	DL	23	91%
	ESL	<5	100%
	LE	<5	100%
Second year monitored	DL	35	97%
	ESL	24	100%
	LE	6	100%
Grade 7 First year monitored	ESL	<5	100%
Second year monitored	DL	34	76%
	ESL	15	87%
	LE	10	80%
Grade 8 First year monitored	DL	-	-
Second year monitored	DL	30	100%
	ESL	94	92%
	LE	<5	75%

Source. AISD STAAR reports, 2018
Note. Information about prior program participation was not available for all monitored students.

Appendix E: 2018 STAAR Reading and Math, Numbers of Newcomers and Long-Term ELs Tested, by Grade Level

Middle School Long-Term and Newcomer ELs' 2018 STAAR Performance, by Subject and Grade level

	Grade level	All AISD students		All ELs		Long-term ELs		Newcomer ELs	
		n	% Pass	*n*	% Pass	*n*	% Pass	*n*	% Pass
Reading	03	6,506	79%	2,240	70%	-	-	180	69%
	04	6,435	73%	2,170	61%	-	-	121	64%
	05	6,408	85%	2,081	77%	-	-	136	73%
	06	5,584	66%	1,389	37%	-	-	42	41%
	07	5,194	70%	1,153	33%	526	48%	36	44%
	08	5,296	84%	1,051	56%	512	72%	42	48%
Math	03	6,512	78%	2,243	72%	-	-	181	69%
	04	6,433	78%	2,168	72%	-	-	120	68%
	05	6,404	91%	2,081	88%	-	-	138	68%
	06	5,323	73%	1,379	53%	-	-	42	62%
	07	3,421	58%	1,041	38%	449	48%	31	39%
	08	5,386	83%	1,044	65%	519	77%	41	71%
Writing	04	6,426	66%	2,168	57%	-	-	121	60%
	07	5,202	64%	1,154	24%	527	35%	36	28%
Science	05	6,368	76%	2,081	63%	-	-	136	43%
	08	5,239	74%	1,040	42%	499	56%	48	58%
Social studies	08	5,207	66%	1,033	34%	494	43%	47	51%

Source. AISD student records and STAAR reports, 2018

High School Long-Term and Newcomer ELs' 2018 EOC Performance, by Subject

	All AISD Students		ALL ELs		Long-term ELs		Newcomer ELs	
	n	% Pass	*n*	% Pass	*n*	% Pass	*n*	% Pass
Algebra I	4,857	89%	998	79%	379	88%	21	86%
Biology	5,174	90%	863	67%	263	87%	27	85%
English I	5,124	66%	1,146	22%	326	36%	23	35%
English II	5,581	71%	1,122	22%	290	48%	38	47%
U.S. History	4,603	93%	579	75%	171	89%	23	96%

Source. AISD student records and EOC reports, 2018

Appendix F: AISD ELs and Monitored Students Approaches, Meets, Masters Performance Percentages on EOC Tests

Table F1.

AISD ELs', Monitored ELs' and Non-ELs' Approaches, Meets, and Masters Performance Standard Percentages EOC Tests

		% Passed	% Met	% Mastered	% pass who met	% pass who mastered
Algebra	ELs (n = 998)	79% , n = 786	43% , n = 429	19% , n = 186	55%	24%
	Monitored (n = 240)	98% , n = 236	85% , n = 203	50% , n = 120	86%	51%
	Non-ELs (n = 3,619)	92% , n = 3,312	77% , n = 2,778	53% , n = 1,898	84%	57%
Biology	ELs (n = 863)	67% , n = 577	28% , n = 242	5% , n = 44	42%	8%
	Monitored (n = 169)	97% , n = 164	78% , n = 131	18% , n = 31	80%	19%
	Non-ELs (n = 4,142)	94% , n = 3,903	81% , n = 3,364	42% , n = 1,747	86%	45%
English I	ELs (n = 1,146)	22% , n = 254	11% , n = 127	<1% , n = 10	50%	4%
	Monitored (n = 161)	80% , n = 129	67% , n = 108	2% , n = <5	84%	2%
	Non-ELs (n = 3,817)	78% , n = 2,994	70% , n = 2,691	20% , n = 767	90%	26%
English II	ELs (n = 1,122)	23% , n = 252	10% , n = 107	1% , n = 13	43%	5%
	Monitored (n = 137)	75% , n = 103	56% , n = 77	4% , n = 5	75%	5%
	Non-ELs (n =4,322)	83% , n = 3,584	71% , n = 3,056	19% , n = 835	85%	23%
U.S. History	ELs (n = 579)	76% , n = 437	35% , n = 201	11% , n = 66	46%	15%
	Monitored (n = 111)	95% , n = 105	65% , n = 72	19% , n = 21	69%	20%
	Non-ELs (n = 3,913)	96% , n = 3,757	82% , n = 3,195	55% , n = 2,150	85%	57%

Source. EOC records, 2018

Appendix G: STAAR Subject Offered Per Grade Level

STAAR Tests Taken by AISD Students in Each Grade Level

Grade level	Reading	Math	Writing	Science	Social
03	Y	Y			
04	Y	Y	Y		
05	Y	Y		Y	
06	Y	Y			
07	Y	Y	Y		
08	Y	Y		Y	Y

Source. STAAR records, 2018
Note. Y means students took the test.

References

Jensen, M. (2018). *Bilingual and English as a Second Language Program and Demographic Summary, 2017–2018*. Austin, TX: Austin Independent District. Retrieved from: https://www.austinisd.org/sites/default/files/dre-surveys/17.41_Bilingual_and_ESL_Program_and_Demographic_Summary_2017_2018.pdf